

## Webber Elementary

140 Webber School Rd.  
Eastover, S. C. 29044

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	352 Students	
<b>Principal</b>	Dorothy G. Ham	803-353-8771
<b>Superintendent</b>	Dr. Allen J. Coles	803-231-7500
<b>Board Chair</b>	Dr. Jasper Salmond	803-231-7556

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	50	72	12

### IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

### ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Below Average	Unsatisfactory	N/A
<b>2003</b>	Average	Average	No
<b>2004</b>	Average	Good	Yes
<b>2005</b>	Below Average	Good	Yes

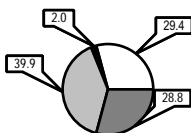
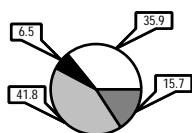
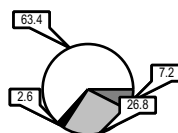
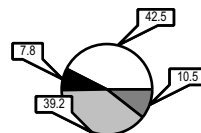
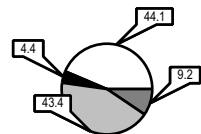
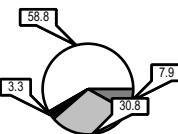
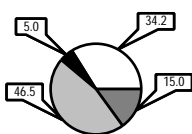
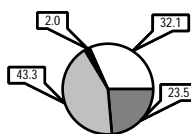
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

99.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	167	100.0	29.4	39.9	28.8	2.0	43.8	Yes	Yes
<b>Gender</b>									
Male	89	100.0	35.3	31.8	31.8	1.2	43.5		
Female	78	100.0	22.1	50.0	25.0	2.9	44.1		
<b>Racial/Ethnic Group</b>									
White	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	156	100.0	28.8	41.1	28.1	2.1	43.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	145	100.0	26.7	40.5	30.5	2.3	48.1		
Disabled	22	100.0	45.5	36.4	18.2	0.0	18.2	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	167	100.0	29.4	39.9	28.8	2.0	43.8		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	167	100.0	29.4	39.9	28.8	2.0	43.8		
<b>Socio-Economic Status</b>									
Subsidized meals	150	100.0	30.4	40.6	26.8	2.2	40.6	Yes	Yes
Full-pay meals	17	100.0	20.0	33.3	46.7	0.0	73.3		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	167	100.0	35.9	41.8	15.7	6.5	36.6	Yes	Yes
<b>Gender</b>									
Male	89	100.0	41.2	38.8	14.1	5.9	32.9		
Female	78	100.0	29.4	45.6	17.6	7.4	41.2		
<b>Racial/Ethnic Group</b>									
White	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	156	100.0	36.3	41.1	16.4	6.2	36.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	145	100.0	28.2	45.8	18.3	7.6	42.7		
Disabled	22	100.0	81.8	18.2	0.0	0.0	0.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	167	100.0	35.9	41.8	15.7	6.5	36.6		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	167	100.0	35.9	41.8	15.7	6.5	36.6		
<b>Socio-Economic Status</b>									
Subsidized meals	150	100.0	39.9	40.6	13.0	6.5	32.6	Yes	Yes
Full-pay meals	17	100.0	0.0	53.3	40.0	6.7	73.3		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	167	99.4	63.4	26.8	7.2	2.6	9.8
<b>Gender</b>							
Male	89	98.9	69.4	18.8	9.4	2.4	11.8
Female	78	100.0	55.9	36.8	4.4	2.9	7.4
<b>Racial/Ethnic Group</b>							
White	10	100.0	I/S	I/S	I/S	I/S	I/S
African American	156	99.4	64.4	26.7	6.2	2.7	8.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	145	99.3	59.5	29.0	8.4	3.1	11.5
Disabled	22	100.0	86.4	13.6	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	167	99.4	63.4	26.8	7.2	2.6	9.8
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	167	99.4	63.4	26.8	7.2	2.6	9.8
<b>Socio-Economic Status</b>							
Subsidized meals	150	99.3	65.9	25.4	5.8	2.9	8.7
Full-pay meals	17	100.0	40.0	40.0	20.0	0.0	20.0

<b>Social Studies</b>							
All Students	167	100.0	42.5	39.2	10.5	7.8	18.3
<b>Gender</b>							
Male	89	100.0	50.6	27.1	12.9	9.4	22.4
Female	78	100.0	32.4	54.4	7.4	5.9	13.2
<b>Racial/Ethnic Group</b>							
White	10	100.0	I/S	I/S	I/S	I/S	I/S
African American	156	100.0	43.8	37.0	11.0	8.2	19.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	145	100.0	36.6	42.0	12.2	9.2	21.4
Disabled	22	100.0	77.3	22.7	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	167	100.0	42.5	39.2	10.5	7.8	18.3
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	167	100.0	42.5	39.2	10.5	7.8	18.3
<b>Socio-Economic Status</b>							
Subsidized meals	150	100.0	44.9	38.4	11.6	5.1	16.7
Full-pay meals	17	100.0	20.0	46.7	0.0	33.3	33.3

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	60	98.3	29.8	33.3	35.1	1.8	36.8
	4	68	100.0	35.8	43.3	19.4	1.5	20.9
	5	65	100.0	14.1	60.9	25.0	N/A	25.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	47	100.0	27.9	25.6	39.5	7.0	46.5
	4	56	100.0	32.1	49.1	18.9	0.0	18.9
	5	64	100.0	28.1	42.1	29.8	0.0	29.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	60	98.3	26.3	64.9	7.0	1.8	8.8
	4	68	100.0	43.3	32.8	19.4	4.5	23.9
	5	65	100.0	34.4	46.9	14.1	4.7	18.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	47	100.0	37.2	55.8	4.7	2.3	7.0
	4	56	100.0	26.4	41.5	26.4	5.7	32.1
	5	64	100.0	43.9	31.6	14.0	10.5	24.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	47	100.0	65.1	27.9	4.7	2.3	7.0
	4	56	100.0	60.4	30.2	7.5	1.9	9.4
	5	64	98.4	64.9	22.8	8.8	3.5	12.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	47	100.0	51.2	41.9	7.0	0.0	7.0
	4	56	100.0	47.2	43.4	7.5	1.9	9.4
	5	64	100.0	31.6	33.3	15.8	19.3	35.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 352)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 89.5%	100.0%	100.0%
Retention rate	0.8%	Down from 2.6%	4.0%	3.0%
Attendance rate	98.2%	Down from 99.1%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.8%	Up from 6.3%	5.5%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	8.4%	Up from 4.7%	4.7%	3.2%
Eligible for gifted and talented	7.7%	Down from 8.0%	5.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.6%	Up from 5.5%	7.7%	8.2%
Older than usual for grade	0.9%	Up from 0.8%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n= 29)</b>				
Teachers with advanced degrees	55.2%	Up from 46.9%	50.0%	52.6%
Continuing contract teachers	69.0%	Up from 62.5%	78.3%	83.3%
Highly qualified teachers	85.2%	Down from 95.7%	92.7%	93.5%
Teachers with emergency or provisional certificates	4.3%	Up from 3.8%	2.3%	0.0%
Teachers returning from previous year	82.3%	Up from 79.5%	83.7%	87.0%
Teacher attendance rate	96.6%	Down from 97.4%	94.9%	95.0%
Average teacher salary	\$42,473	Up 10.7%	\$40,390	\$41,703
Prof. development days/teacher	15.7 days	Down from 17.1 days	12.6 days	12.8 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	17.1 to 1	Down from 19.2 to 1	16.9 to 1	18.8 to 1
Prime instructional time	94.0%	Down from 95.8%	89.1%	89.8%
Dollars spent per pupil*	\$6,346	Down 2.0%	\$7,105	\$6,242
Percent of expenditures for teacher salaries*	69.6%	Down from 70.0%	63.9%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	91.6%		89.4%	
Highly qualified teachers in high poverty schools	89.4%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

As a first time recipient of the state's Palmetto Silver Award for academic achievement, Webber Elementary School's 2004-2005 year began with a renewed sense of purpose and commitment to excellence. Our PACT scores again showed our students making significant progress in English/Language Arts, especially writing. Webber's African American male students made the most improvement of any other similar group of students in the district, with more than a 30% increase in ELA. It was with this continued improvement in student achievement, and the high staff and student attendance rate that led our school in meeting all 13 of the 13 objectives for obtaining Adequate Yearly Progress (AYP) for the 2004 school year. Additionally, for the first time this year, Webber received an improvement rating of Good and an absolute rating of Average on our Annual School Report Card.

Our students kept pace with other students in the region with their outstanding performance at the Regional Science Fair this year. We had the most awards of any elementary school (five). Of the four perfect district scores in 4th grade math, one was a Webber student, and again, our 5th grade MEGSSS program students held their own.

Included in our celebration was our new National Board Certified Teacher, who is also a district finalist for the 2005 Teacher of the Year. Our principal was also recognized by Governor Sanford, with the state's 2005 Rural Leadership Award for student achievement.

We continued to make the most of our instructional day with 90-minute math blocks and more than 140 minutes of Reading/English Language Arts daily. Title I funds provided the school with the resources needed to fully implement these and other instructional strategies, such as Accelerated Reader and Math, the new Successmaker Lab, and the school-wide implementation of Everyday Math, which is in its second year of implementation. With reading showing as an area of weakness, we also added the 100 Book Challenge reading program for students in grades 3-5. It has brought about a closer home/school focus upon the need to get and keep our students reading and comprehending at a higher level.

Our parents, PTA, SIC, and our business partners continue to be a source of unwavering support for school improvement at Webber. International Paper, Inc., provided the funds to purchase considerable technology hardware for our classrooms, in addition to their monthly mentoring of more than 30 students. Our partners have taken a life of their own by seeking out quality, science-related programs, such as "Mad Science," to introduce to our students. Each year we grow more grateful of their support and commitment to this school.

As we celebrate our school's achievements and broaden our focus upon meeting the challenges for continued success, we again look to our parents and community to lead this winning team in the pursuit of academic excellence in teaching and learning at this proud school—Webber Elementary.

Dorothy G. Ham, Principal  
Yvonne S. Hall, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	31	58	48
Percent satisfied with learning environment	96.8%	100.0%	95.8%
Percent satisfied with social and physical environment	96.8%	100.0%	93.3%
Percent satisfied with school-home relations	90.3%	100.0%	82.6%

\*Only students at the highest elementary school grade level at this school and their parents were included.